

BARNARD BULLETIN

VOL. XIV, No. 14.

NEW YORK, WEDNESDAY, JAN. 12, 1910.

PRICE 5 CENTS.

THE INTERNATIONAL STUDENT VOLUNTEER CONVENTION.

Rochester, N. Y., Dec. 29-Jan. 2.

Today Wednesday, December 29, special trains brought into Rochester, N. Y., delegates from all parts of the United States and Canada to attend the Sixth International Convention of the Student Volunteer Movement of America. The five delegates from Barnard, Mary Bailey and Christella MacMurray, 1910; Grace Lovell, 1911; Anne Wilson, 1912; and Mabel Daly, 1913; with Dr. Braun, as faculty representative, arrived on the special train from New York early Wednesday morning, and after finding their places of entertainment, which proved most delightful, wandered into the huge Convention Hall to watch other delegates assemble. They came constantly and it was part of a liberal education to mark peculiarities of North, South, East and West. By three o'clock every State and Canadian Province reservation of seats was filled with young men and women, and promptly John R. Mott opened the great International Convention. For many of those in the front of Convention Hall,—for the best seats were reserved for those from the farthest distance,—attendance at the Convention meant the giving up of the entire Christmas vacation, but in all cases this was done gladly. To the Convention had come 2,678 students and 320 professors from 722 institutions of higher learning. Together with foreign delegates, missionaries, secretaries, and others the total registration reached 3,624, while with citizens of Rochester, the attendance at most meetings were over 4,000.

The Convention was above all things, educational and inspirational. The men and women who spoke are students of world problems, political economic, social, and moral, and most of them came to Rochester fresh from fields in which they are particularly interested. Ambassador Bryce and Dr. Julius Richter of Germany gave clear concise views of present day conditions all over the world. With Bishop Hartzell we saw Africa; with Robert E. Spear, South America; with Dr. Samuel Zwemer, the Near East, including Persia and Turkey; with Dr. A. J. Brown, Sherwood Eddy, and others, present situations in the Far East. More than this, through sectional conferences, on various countries and in college groups, faculty and students alike learned that it is possible and practicable to teach or study almost all subjects of a college curriculum from a world point of view. As a whole, the Convention, with all its parts fitly joined together, as they were, was viewed educationally, a most wonderful, short, but inclusive, course in Present Day World History.

To the Editors of the BARNARD BULLETIN:

I beg to disagree with several statements made in the letter defending orthodoxy which appeared in last week's BULLETIN.

First of all let me discuss the writer's objection to "an attitude distinctly radical and dangerous to all real growth and development."

Has the author of that phrase ever asked herself why people become radical, when orthodoxy is the line of least resistance? It is because, as a result of thought, they have grown and developed beyond the limits of orthodoxy. It is the attitude of orthodoxy to resist all things new, on principle, that is "dangerous to all real growth and development."

That orthodoxy is the oldest of the old cannot be denied, but that it alone "has survived the storm of discussion better than the theories of radicalism and rationalism" must be questioned. The orthodoxy and radicalism of the present will not always be at loggerheads, for history proves that the radicalism of to-day becomes the orthodoxy of to-morrow, and it is this that makes orthodoxy survive the storm.

Just as the radicalism of to-day becomes the orthodoxy of to-morrow, our orthodoxy of to-day was the radicalism of yesterday. The past generations did not docilely accept the laws laid down by their fathers but faced their new problems and solved them by new methods. There is no doubt that we must consider our problems of to-day in the light of past experience, but we must primarily think for ourselves, and if that results in a new philosophy of life, we must be willing to defend it. Every nation, every generation, every individual, has a right to work out its own salvation.

I like the parable of the river, but not its interpretation. The river in my parable is "long, narrow and winding," too. But the thing that displeased the river—god was not the intricacies of its course, but that its stagnant pools tangled him in their weeds, and stopped his passage. Being a wise god, he patiently pushed himself out of the stagnant pools of orthodoxy into the mid-channel, where the current of radicalism carried him forward.

The stagnant pools are never the force that cleaves the banks away. They may be swept along willy-nilly, but it is the advance flood that cuts out the new course.

A Part of the River.

ALUMNAE NEWS.

Miss Ellen O'Gorman, Barnard 1908, has announced her engagement to Mr. William J. Duffy.

Miss Edith Somborn, Barnard 1906, is engaged to Mr. Stanley M. Isaacs.

THE DECEMBER BEAR.

The new *Bear* come up to the standard of interest set by the first number, but—like other good magazines that change their bill of fare from month to month to suit different tastes—it is not interesting in quite the same way. The essays, poems, and stories are of a slightly different type from those in the November issue, and there are even one or two new departures.

The interesting and suggestive, rather than exhaustive way, in which Dr. Ayres deals in his *Literary Parallels* with an extensive field of inquiry, contrasts with Dr. Braun's careful study in a very much narrower field. It is consoling to have so good an authority as Dr. Ayres sanction that comfortable feeling of superiority and delight in our own cleverness that comes when we recognize one of these literary coincidences. This number, by the way, appropriately concludes with a sort of literary parallel, a strain we have heard again and again for years past—the pathetic appeal for a good college song. May 1913 respond to it nobly! Miss Kirchwey's *Rousseau* is philosophical and historical, rather than purely literary like the *Meredith Essay*—again a pleasant variation in type. The method of tracing Rousseau's principles in the changes wrought by the new order is well calculated to present the broad and general view of the subject that one expects in a short paper.

In the matter of fiction, this *Bear* falls a little below the first, for *The Pariahs Redemption*, the only long story, can scarcely be ranked with so ambitious and successful an effort as *Q. E. D.* But it is a great deal more cheerful; and it gives us some curious and amusing information about the laws of the "gang" and the "block" and the way they are administered. *The Prairie Express* is remarkably successful in creating atmosphere, but it relates an incident, not a story. There is nothing corresponding to *Elaine*. As for the daily themes—they should not be discussed with the fiction, I suppose, and yet they do not always stick closely to fact—they are rather better than the first set. Miss Dewey's account of her automobiling experience is particularly vivid, and the others are good snap-shots of character.

I have to resist an inclination to class Miss Hart's sonnet as fiction—the circumstance on which it is based is so inherently improbable. But if that lost fountain pen really did come back, she was quite justified in employing, as a medium for her outburst of lyric rapture, that sonnet form which demands as its prime essential an emotion "tapering to one cumulative flame-like apex of feeling and impassioned thought."

Continued on p. 3, col. 2.

Barnard Bulletin

Published Weekly throughout the College Year except
last two weeks in January by the Students
of Barnard College.

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Subscription—One Year, \$1.50.

Mailing Price, \$1.50.

Strictly in Advance

Entered as Second-class matter October 21, 1908
at the Post Office at New York, N. Y., under the Act
of March 3, 1879.

Address all communications to

BARNARD BULLETIN,

Barnard College, Columbia University, N. Y.

Broadway and 119th St.

NEW YORK, WEDNESDAY, JAN. 12, 1910.

Evidently the tragic stories that are always current right after Christmas, which describe pathetically the flat condition of the pocket book, are a snare and a delusion. In no other way can one explain the extreme reluctance of 507 Barnard students to earn \$5.

When the Song Practice Committee made its very generous offer some two months ago, and announced that there would be a Prize Song Competition for the best new college song, for which the winner was to be rewarded by a \$5 gold piece, besides the unavoidable fame that must accompany such an undertaking, joy reigned in the heart of many a poetess. The committee heard so many of the students endorse the scheme, that it grew rather worried, and wondered where it would put the 513 songs that would surely be showered upon it. Encouraged by the great interest displayed on all sides, it determined to issue

a new and much desired College Song Book, containing not only the winning song, but a carefully selected group of the "next best." And then, when all these wonderful plans had been made, when the committee had seen in its mind's eye "the" song, a clever, not over-sentimental, good, rousing song, of any old or new time, tall of life and swing, and when it already thought it heard all those other lovey songs, not necessarily about Barnard, but just funny, snappy, topical songs, such as all colleges have had since the beginning of time, then—the competition closed! And the chairman found herself with just precisely SIX new songs in her eager hands!! One Senior, no Juniors, two Sophomores, and three Freshmen were the only people whom either college spirit or Christmas needs could inspire to so arduous an undertaking!

Why, it's appalling to think of it! Here's a beautiful new Song Book, all ready for delivery except for its blank pages; here are five perfectly good dollars anxiously waiting to be claimed by a starving genius; and, above all, here's a wrathful but kind-hearted committee, which generously extends the competition for the other 507 of us until January 26, 1910!!

To the Editors of the BARNARD BULLETIN:

One day last year I was questioned as to the social activities up at Barnard and when I had finished the list of plays, dances and teas, my questioner wanted to know what the seniors did towards their own glory. I pondered a few minutes, but could think of nothing, except that they were distinguished by being the sole wearers of the cap and gown. Of course there is Commencement week when everything is Seniors—Seniors—Seniors, but eight months seems a long time to keep quiet and live only in the anticipation of one week of glory. The objection might be raised, that the Seniors can not spare the time from their studies, but it seems to me that in general their courses are neither so numerous or so hard as those of the Freshmen and Sophomores. It might also be added, that of course, only as a very secondary privilege, that the Seniors possess "unlimited cuts." Isn't it rather hard for a class, which has managed through three hard years' work to gain a brilliant reputation, to sink down to insignificance just as it has reached the pinnacle of its glory? To be sure, there are the college affairs in which they can partake with the other classes; but these give no stamp of individuality, nor is their success ever attributed especially to the Seniors. In the case of athletics, it is usually the Seniors who take the least interest and win the least praise. But if they are above such frivolities, let them do something which will be worth while, something which will really make the other classes look up to them. Why must all Senior classes live merely on their past reputation?

A Senior-to-be.

To the Editors of the BARNARD BULLETIN:
It appears to be the custom for faculty letters, like the Sunday school books of our youth, to point a moral. Let us hope that the student body is in a more receptive frame of mind for these indications of the path upward and onward than were the associates of my childhood, to whom the bad boy who fell through the ice was invariably the center of interest.

The subject which I am about to bring to your notice has not an immediate application to the conduct of affairs (or of students) in Barnard, though it has its moral bearing. It might be named "President Lowell versus President Thomas, or class segregation versus class dispersion."

It has been said that college atmospheres are liable to become charged with certain vague and half formulated ideas, which after the manner of unstable solutions, a sudden jar may crystallize. One such subject is, how is college tradition, and that vague thing college spirit, to be preserved, under our increase in numbers on the one hand and the growth of the elective system on the other. These were the ideas that were already in a critical state, and the shock which precipitated them was the inaugural address of President Lowell of Harvard. There can be no doubt whatever that in all our colleges the passing of residence hall life made necessary by the increase in student numbers, and the passing of entirely required courses of study, have resulted in disorganization. President Lowell would solve this problem by placing all members of the Freshman class in a single residence hall, to the end that that they may know each other, gain class solidarity, and then pass on into later years with a certain cohesion.

On the other hand, President Thomas of Bryn Mawr has for some years attacked that same problem with a different solution. The classes are divided as equally as possible among the residence halls, with the aim of preventing exactly what President Lowell would foster, namely class feeling at the expense of college feeling. President Thomas aims instead to give an opportunity for the influence of older upon younger students and a means for handing on tradition.

By these diverse means these two great college presidents are seeking the same end, which is to preserve that mysterious something which is the spirit of the college, and which makes each college differ from every other college as plainly as one individual differs from another. Colleges are not mere aggregates of individuals but they have distinct entities of their own, and essentially these entities are made up not only of the composite character of the student body now in evidence but of all that have gone before.

Few of our American colleges have yet acquired those venerable qualities which come with moss and weathered walls. It is not for us to pause with bated breath be-

fore the door of a room once inhabited by one whose name is now a part of history. We have no past as yet, but we have a present and a future.

We in Barnard have not yet reached the stage of growth where the distribution of students in halls of residence is a problem. But we have in these first years of our first residence hall the beginning of that composite character which it is thought so important to preserve. And here is the moral on which I gave due warning; let us bear in mind that what we do and what we are now is the foundation of that character which is yet to come, and when the time comes for our president to take thought for its preservation, let us hope that we shall have a college spirit worthy of being preserved.

IDA H. OGILVIE.

To the Editors of the BARNARD BULLETIN:

Two nineteen nine girls back for a class reunion were overheard talking in the corridors. "It seems so perfectly natural," one girl said, "to be walking these halls again." "Yes," said the other girl, "it makes me wish I were back at Barnard, but then that would mean breathing this bad air again, and so I don't mind being out of college, anyway."

Unfortunately, those chance remarks are based on facts. The students at Barnard come in contact with bad ventilation from the beginning of the college day to the end of it. First, of all, the locker room in the basement is filled with steam heat that seems to find no outlet. Is there no way to turn it off? Then often the first hour class is held in a room that feels stuffy from the day before. It seems reasonable to ask that the air in the lecture room at least be fresh to start the day. Yet there are undeniable difficulties in keeping the rooms ventilated between classes. Could not some regulation be made requiring the opening of all windows and doors between hours? (Those students who usually close the windows as soon as they are opened, could be asked to walk in the halls until the bell rang.)

Again, at the noon hour, the ventilation of the lunch room is often so poor that girls cannot enjoy their luncheon. Surely there is time enough to ventilate in the morning, before the lunch room is crowded with girls.

In the gymnasium lockers, too, there is discomfort to the students on account of the heat. We all know that the overcrowded locker arrangements cannot be bettered until we have our own gymnasium; but why, besides the unavoidable overcrowding should we have the avoidable overheating?

Lastly, comes the question of the library ventilation. How most of the students feel about the oppressive air in the library can be gathered from their casual remarks as they pass it by, such as, "Oh no, I never do

Continued in Col. 3.

Continued from p. 1, col. 3.

Poetical translations like the *Battle of Maldon* might profitably be attempted by more poetry-loving students, who perhaps distrust their inspiration for original composition. Their studies in other languages furnish them with a beautiful and sound subject matter for experiment in metrical forms; and their efforts might tend to raise the standard of those class translations that are not mentioned with praise by instructors. The fragment in the *Bear* inevitably recalls Tennyson, who uses the same metre in his *Battle of Brunanburgh*; and it challenges comparison with another version of the *Battle of Maldon*, familiar to readers of Cook and Tinker's *Translations from Old English Poetry*. It may be interesting to quote a few lines to illustrate differences in metre:

"That ye should with our spoil go home unfought, since thus ye came
So far into this land of ours, too great
meseems the shame—
Nor think ye to win gold with ease—rather
shall grim war-play
And sword and spear our compact make
ere we will tribute pay."

Compared with this, the last few lines of Miss Fox's translation, dealing with the same passage, strike one as more forcible and closer to the spirit of the original. But it is dangerous to enter on the vexed question of the best medium for translations.

The article on *Socialism*, with its brief summing up of a few facts regarding a movement of great importance and general—not academic—interest, marks one of the new departures of the *Bear*. More discussions of the same nature, on the topics about which everybody should have an opinion or at least recognize the obligation to keep reasonably well-informed, would be very interesting and beneficial. They might—the hope is extravagant, I know—induce a few Barnard girls to glance now and then at the newspapers.

Of more immediate personal interest to students, is the editorial suggestion as to the desirability of publishing a series of articles, discussing the various vocations open to college women. The ignorance on this subject is certainly far too general among students. Surely articles of the sort suggested would be very welcome to those who drift into teaching along the path of least resistance (as the editor puts it), because they lack time and initiative enough to look into other possible occupations. One Barnard graduate, who taught Latin and Greek for a while chiefly because her col-

lege record in the classics had been brilliant, recently took up work of an entirely different nature; and she now speaks as if her escape from teaching had been an escape from the lower regions. The waste of a couple of years of her life in a most uncongenial vocation might have been avoided, had such information as she herself might furnish now been common property at Barnard in her day.

In these two attempts—in trying to make connection with the outside world by discussing topics of general interest, and in pointing out the various roads college graduates may travel—the *Bear* deserves all possible encouragement. Those academic and scholarly interests it aims to reflect need not suffer; but surely "these others are serious subjects that represent our real interests" quite as much as articles on Hegelian philosophy.

DOROTHY BREWSTER.

Continued from col. 1.

any work in the library if I can possibly do it at home. It's so stuffy in there." Thus the library with its facilities, instead of encouraging students to do their work in it, drives them from it because of the overheated condition.

Bad ventilation in the coat room, in the class room, in the lunch room, in the gymnasium and in the library! Do the college authorities realize this situation? We are taught practical hygiene at the gymnasium, but is it applied at college?

A Fresh-Air Fiend.

CHAPEL SERVICES.

On Thursday, January 13, Mrs. Lucia Ames Mead, of Boston, will speak in Room 139 on the work of the International Peace Commission. Mrs. Mead is the only woman in this country who is giving her entire time to this work, and as she is an interesting speaker, every Barnard girl should make it a point to be present on that day.

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NOTICE.

At a meeting of representatives of the Undergraduate body, held last year to consider chapel, it was suggested:

1. That the plush seats to the left as one enters the theatre be reserved for the Faculty.
2. That the other plush seats be used by the girls and their guests.
3. That the girls be seated by classes;
 - (a) The 1st row being reserved for Seniors.
 - (b) The 2nd and 3rd rows for Juniors.
 - (c) The 4th and 5th rows for Sophomores.
 - (d) The 6th and 7th rows for Freshmen.
4. That the further seats be filled first, leaving those near the door vacant for late comers.
5. That the Faculty leave first, then the girls according to classes.

It has seemed wise to repeat these suggestions this year in order to avoid confusion in seating.

Very interesting speakers are being provided for Chapel and the co-operation of all the girls, not only by their presence but by their adherence to these suggestions will be greatly appreciated.

HELEN BROWN,
For Student Chapel Com.

CLASSICAL CLUB.

At a Classical Club meeting the chairman of the Play Committee, Bessie Holzman, 1910, was elected. The President announced that the January meeting of the club would take place on January 12, Wednesday at four o'clock. Six members of the club will read Frere's translation of The Birds of Aristophanes.

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